

KENTUCKY WRITING PORTFOLIO

Table of Contents

Grade 7

2009 Practice
7th grade
The Crash

Student Signature Sheet Included and Signed

(Y) N (Circle One)

Number
of pieces

Category/Descriptor

Content area

Page

At least one piece must
come from a content area
other than English/ language
arts

1	Reflective Writing (e.g., letter, personal essay)		
	Title: Dear Mrs. M	language Arts	1
1	Personal Expressive OR Literary Writing personal narrative, memoir, personal essay, story, poem, script, play		
	Title: The Crash	language Arts	3
1	Transactive Writing various authentic genres (forms)		
	Title: Wildfires	Science	10
3	Total (must equal 3)		

MC
4-23-07

After the Table of Contents has been reviewed for accuracy and completeness prior to scoring, the person helping the student complete the portfolio should initial and date in the space provided to the left.

Dear Mrs. M ,

Some awareness of audience's needs

I am so glad I have had you as a teacher over the past two years. You have helped me excel in writing, and my reading vocabulary has expanded.

As we worked in class, you gave us literary examples like similes, metaphors, and hyperboles just to name a few. Ever since you introduced the

T-chart last year, it has helped me to answer my open responses with more

imprecise confidence. (This) has helped me both in reading and writing.

word choice

My most memorable lessons with you were reading aloud books like

Monsters on Maple Street, Maniac Magee, and even The Titanic! My

favorite was when we read Bridge to Terabithia. This story had a lot of

different characters and dialogue. I chose to read the part of Leslie. It told

about a girl and a boy that decided they wanted to create a magical world of their own, Terabithia. Bridge to Terabithia gave me some great ideas to use

in my pieces, so I'm glad we read it.

At first I thought that looking up literary definitions was too time

consuming, but now I realize how valuable these lessons were. I learned

about new words and their meanings, and I can now make new words by

Some idea development

adding prefixes and suffixes. Thanks!

unelaborated idea development

attempts to establish purpose

imprecise word choice

Rationale for Practice Portfolio

Portfolio Title: The Crash

Grade:

Year Released: 2009

Portfolio Title: The Crash

Reflective Entry Title: Dear Mrs. H

2 Content (2, 2, 2)

The writing attempts to establish a narrowed purpose of reflecting on literacy growth as evident with the last line of the first paragraph "This has helped me with both reading and writing." The reader sees a lapse in focus in the final paragraph with the line "I got a 99% on my CATS test last year." CATS test scores are not an indicator of a writer's ability to reflect upon literacy growth.

Some awareness of audience is seen in the second paragraph when the writer speaks directly to Mrs. H saying "You have helped me excel in writing, and my reading vocabulary has expanded."

Though there is some idea development, it is unelaborated with phrases such as "I learned about new words and their meanings..." in the third paragraph.

2 Structure (2, 2, 2)

The writing demonstrates logical organization with some lapses in coherence. The writing also demonstrates some effective transitional elements (e.g. "Another thing" and "Overall"). The piece contains mostly simple sentences.

2 Conventions (3, 2, 2)

The writing demonstrates control of grammar and usage relative to the length and complexity of the piece. The writing also demonstrates imprecise word choice. (e.g. "a lot," "it told," "this") The writing demonstrates some control of correctness with errors that do not interfere with communication. For example, in the final paragraph commas should have been utilized to offset the direct address to Mrs. M. While this is an error, the lack of commas does not interfere with communication.

Instructional Implications

Teachers may use this sample during instruction to address such issues as:

- More analysis and insight related to literacy experiences for more depth

bottom as he made his way down the hallway leading towards his mom's room. He could hear her screaming for help, which made him push on.

Some control of grammar

"Please, someone help me!" screamed Jake's mom.

"Mom, if you can hear me, I'm coming." Jake assured.

He heard his mom crying and screaming in pain as he neared the door to her room. He turned the doorknob and the door slowly opened. There lied his mom on the floor with rubble piled on top of her. Jake limped over to his mom's side and tried to calm her. She was crying hysterically in pain and in shock. He needed to get to her to see her injuries, but he had to get

word choice

everything off her, first. He grabbed little sections of walls, boards, and glass and threw them in the opposite direction with every ounce of energy he had left in him. The whole time his mom was screaming in pain. He saw that she had some deep cuts on her back, legs, and arms. His mom could barely move.

demonstrates some voice

applies dialogue characteristic of genre

"Mom, listen, don't move, okay? I am going to go find help," Jake's voice trembled.

"Okay, Jake. Please be careful." Jake's mom answered in a frightened tone.

hurt any more than she already was. She was loaded onto another ambulance, and they were both rushed to the hospital.

lapse in coherence

Back at the residence, on lookers were gathered around the house awaiting answers. The police officers said that they will not give out any

errors that do not interfere w/ communication

information as of this time, and fire fighters that went into the house were interviewed, but none of them said much. Most of them were almost too stunned to speak. The house was blocked off all the way around it with yellow and black do not cross tape, and police officers covering the whole

lapse in focus

area. An odd looking, black car pulled up on the street beside the house and two big, muscular men stepped out of the vehicle. They both made their way past the reporters and onlookers and walked over to a group of police officers standing in a huddle discussing the situation on their hands.

unelaborated details

"Excuse me, officers, but we need to talk to the captain. This is involving important business matters," declared the man. A police officer in a blue suit with a shiny, gold badge pinned to the left side of his shirt stepped forward.

Some idea development with details

"I am the captain here. What's the problem, gentlemen?"

"Sir, we are with the C.I.A. and we are here about the cargo on this plane," they both showed their badges to the officer. "This plane was

dialogue ~ character of the genre

Attempts complex sentences

broken bone in her left leg, severe cuts on her back and legs, and she was treated for a cut on her forehead, just above her left eyebrow. They were both treated for infection in their cuts. Jake and his mom stayed in the hospital for four days to be monitored, just incase their injuries got worse.

imprecise word choice

transition While Jake and his mom were in the hospital, a team of investigators from the C.I.A. investigated the house. After they were done searching for what they were looking for, a police officer went to the hospital to check on Jake and his mom, and to get permission to go ahead and destroy the rest of

unelaborated idea development

repetitious details

the house and get them a new one since there was not much left of their old one. Jake and his mom came to a decision later that evening to go ahead and demolish the rest of their house. It was a hard decision for them, but they knew it just had to be done. After Jake and his mom were released from the hospital, they were taken to their new home. It was a blue, two-story house, a few blocks down the road from where their old house was.

*unelaborated details
applies character to genre - dialogue*

"Wow, this place is beautiful," exclaimed Jake's mom.

"I agree with you, Mom. This place is awesome!" replied Jake excitedly.

After Jake and his mom got settled into their new home, they started to live a normal life again. They still look back on that horrific day, and they

Portfolio Title: The Crash

Personal/Literary Entry Title: The Crash

2 Content (2, 2, 2)

The writing attempts to establish a narrowed purpose of entertaining the audience with the story of a plane crash. However, there is a lapse in focus with random details added to the story. The writer demonstrates some voice when referring to the actions of the character. The character behaves in a heroic manner "He grabbed little sections of walls, boards, and glass, and threw them in the opposite direction with every ounce of energy he had left in him." The writing demonstrates some idea development though the details are at times repetitious and unelaborated (e.g. "He got more terrified as each agonizing moment went on...").

2 Structure (2, 3, 2)

The writing demonstrates logical organization with lapses in coherence. For example, on page five, the writing jumps from a scene at the neighbor's house back to the scene of the crash with firefighters and police officers "rushing to the door to help him." The writing demonstrates some effective transitional elements using phrases such as "on the other hand" to indicate the contrast between Jake's condition and his mom's condition. While there is evidence of an attempt at more complex sentences, the writing demonstrates mostly simple sentences throughout the piece.

2 Conventions (3,2, 2)

The writing demonstrates control of grammar and usage relative to the length and complexity of the piece but mostly contains simple words and some imprecise word choice (e.g. "got" and "done"). Overall, the writing demonstrates some control of correctness with errors that do not interfere with communication.

Instructional Implications:

Teachers may use this sample during instruction to address such issues as:

- Thoughtshots and Snapshots—careful idea development
- Diction—precise word choice

logical organization/transitions

for genre - Subheadings How forest fires are started...

Forest fires always start by one of two ways, naturally caused or human caused. Lightning generally starts natural fires, but some are caused by spontaneous combustion (ignition of a substance) of dry fuel such as sawdust and leaves. On the other hand, human-caused fires can be due to a number of reasons. Some of these reasons include careless smoking habits, campfires being left unattended, or a warming fire that got away, and the most alarming of all, arson. Human-caused fires account for the greatest majority of the total acreage of land burned. If left undetected, these types of fires can burn for hours and days before being noticed by anyone. I was surprised to learn that fires can be started in several different ways. I have provided you with a list below.

paragraph demonstrates variety in sentence structure

acceptable word choice

Fire Causes in Kentucky- 1997-2006

Cause	Number	Percentage
Lightning	60	<1
Campfire	175	1
Smoking	266	2
Debris burning	3,903	26
Arson	8,855	59
Equipment use	371	2
Railroad	83	1
Children	165	1
Miscellaneous	1,127	8
Total	15,005	100

unelaborate idea development

Some destructive effects of wildfires...

Most people don't realize how many areas of nature forest fires affect. Forest fires destroy a lot more things than just trees and plants. The huge blazing flames kill birds, turtles, rabbits,

- || =

- Know your county's outdoor burning regulations. Unlawful trash burning is a punishable offense.

While gathering information on forest fires, I have learned how destructive they can be, and how fires can damage our state's woodlands. Remember, the most preventive technique concerning forest fires is telling people all of the information on the dangers of them.

*Some attempt to establish
a narrowed purpose*

Bibliographies

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